



EMPLOYER PERSPECTIVE

What has VIA
MOZAMBIQUE
learned so far?



EMPLOYER PERSPECTIVE

Introduction

The purpose of this desk review is to assess to what extent the delivery of PTS at the IFPELAC training centers has contributed in response to industry needs, what factors have facilitated or hindered achievement, and to compile those learnings allowing IYF and partners to reflect on VIA's results and define future interventions.

The scope of this desk review is to look at the data that has been collected over VIA implementation, in internal or external studies to answer the following questions:

- 01 What transformations do the companies report about employees after graduating from IFPELAC Training Centers (technical and behavioral results of PTS)
- 02 To what extent have the enhanced training courses been relevant to the companies?
- 03 What can IFPELAC do to ensure course offerings are driven by industry demand, and that young people have access to this data before they decide to enroll in courses?
- 04 What additional effects has PTS had on employability of the youth?

This study is a desk review and analysis of relevant literature taken from Via data sources from Via program endorsed studies - such as the VIA Mozambique Market system analysis which supported the design of VIA program and more recent ones like the VIA Mozambique Midterm Evaluation and the First Outcome Harvest. To further enrich the review, the team also relied on participant data continually collect by the VIA measurement system. Additionally, internship reports were requested from the employment centers.

Although this methodology poses a limitation given that no study has yet been conducted that specifically voices the employer perspective, it also builds as an opportunity for VIA to reflect on further research to ensure an in-depth understanding of VIA's impact across all vocational training actors. To support this reflection, several research recommendations have been added to this report.

DATA SOURCES & LIMITATIONS

The review team conducted a desk review of the following documents:

IYF LED STUDIES

MARKET SYSTEMS ANALYSIS: VIA MOZAMBIQUE

-Youth Inclusive Market Systems - Subsector: Horticulture

-Youth Inclusive Market Systems - Subsector: Construction

-VIA Mozambique sustainability strategy

VIA PATHWAYS TO WORK: MID-TERM EVALUATION

VIA OUTCOME HARVESTING: HARVEST ONE

PRIVATE SECTOR ENGAGEMENT

LABOUR MARKET ASSESSMENT

OTHER STUDIES & REPORTS

PARTNERS IN LIFE SKILLS EDUCATION – WORLD HEALTH ORGANIZATION

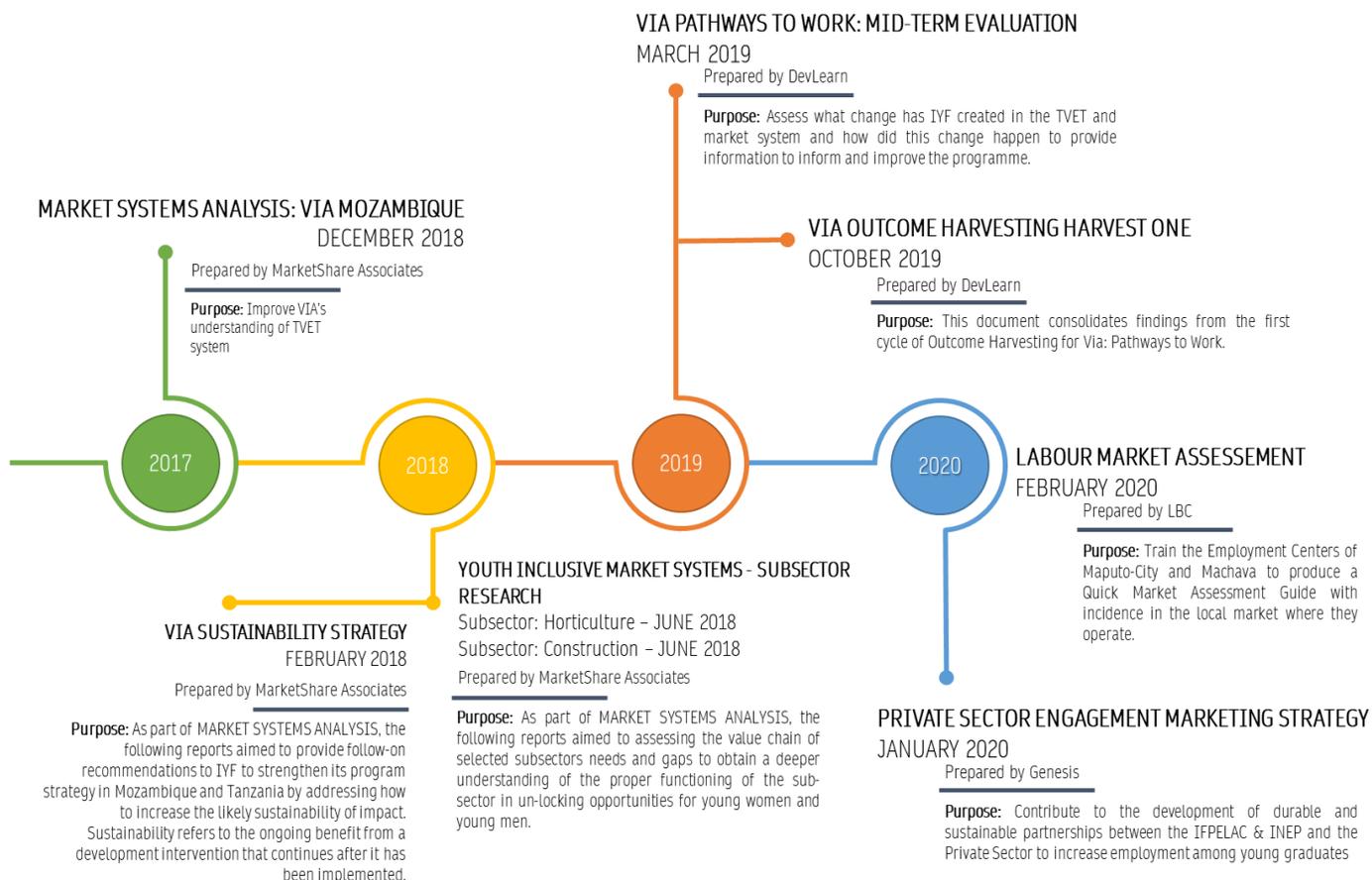
ENHANCING YOUTH EMPLOYABILITY: WHAT? WHY? AND HOW? GUIDE TO CORE WORK SKILLS – INTERNATIONAL LABOUR ORGANIZATION

INEP DATA

INEP INTERNSHIP REPORTS

To support learning, data from the Retrospective, Baseline, Exit and Ex-post surveys was also analyzed.

The following infographic presents the chronology of the IYF led studies analyzed within this desk review.



The robust Via performance measurement system was built to measure the outputs and outcomes of the program with a focus on the TVET delivery and the youth but not the entire ecosystem which includes the private sector. Hence, despite the wide range of studies, there was very limited data collected from the private sector, especially in the more recent evaluations. Both Via Pathways To Work: Mid-term Evaluation and the first Outcome Harvesting conducted very few interviews with the private sector. Additionally, data resulting from interviews done externally during the research for the development of the life-skills manual. The employers inquired during this research do not have any type of formal or informal affiliation with IFPELAC. Due to this limitation, most of the findings presented in this report do not reflect recent employers' insights related to IFPELAC, INEP or their graduates.

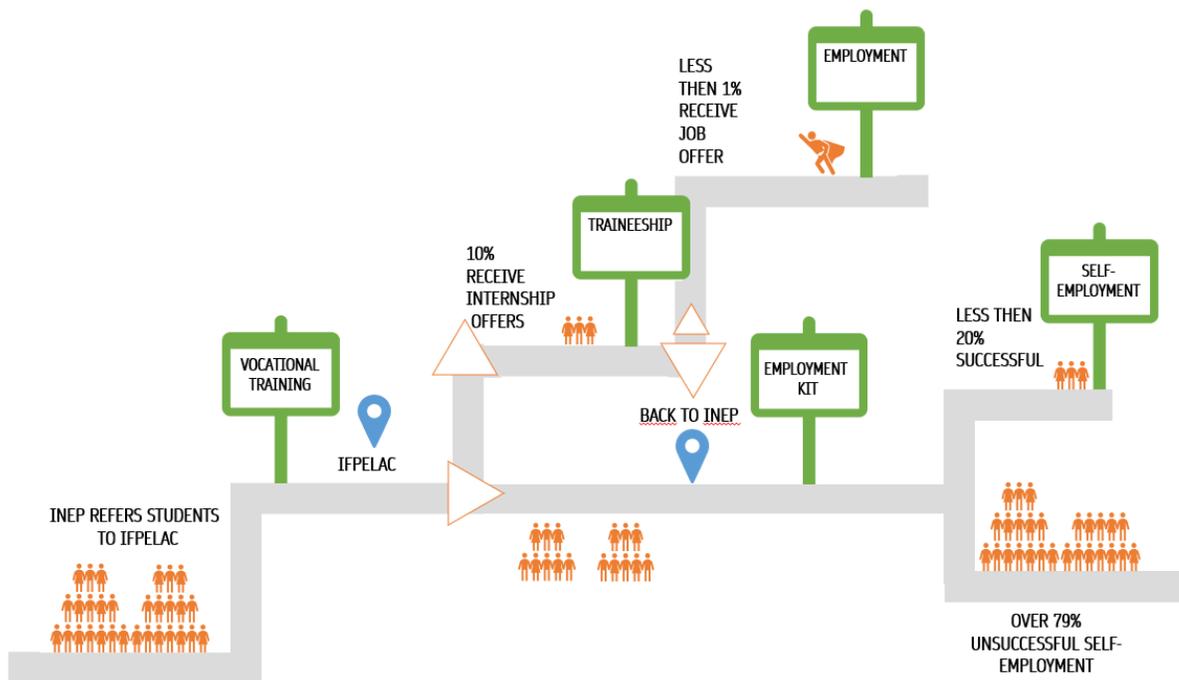
WHAT DID IYF KNOW?

IFPELAC GRADUATES EMPLOYABILITY

IFPELAC graduates face many challenges in their journey to employment. According to IYF's Participant data VIA participants look for work for an average of 15 months prior to deciding to enroll for vocational training with IPELAC. The majority of IFPELAC trainees are young (under the age of 25) and male, and register for TVET courses because they don't get the grades or the financial resources to get into university or, in some cases, are looking to take a vocational technical training to follow the footsteps of their parents (MSA, 2017).

PATHWAYS INTO WORK FOR INEFP¹ TRAINEES

(MSA, Market systems analysis, 2017)



¹ INEFP was reformed by the Former Ministry of Labor, Employment and Social Security into two institutions namely IFPELAC which is the National Institute for Vocational Training and INEP, the national institute for employment. More recently, the two institutions have been moved to the Secretariat of State for Employment and Youth.

Once graduated, only a very small fraction of trainees receives offers of full-time employment at the end of their training and most of them are directed towards self-employment through the distribution of self-employment kits; however, it is reported by INEP that only a small fraction succeeds in self-employment (MSA, 2017). Systems analysis study by MSA shows that the graduates are disinformed about the market dynamics and are not aware that companies do not have the capacity to absorb the number of trainees that graduate from IFPELAC, so the main opportunity for the trainees is set up small businesses. This unrealistic expectations regarding employment stops them to fully invest in growing their businesses where they have better chances of succeeding. There are several barriers to IFPELAC graduate's employment.

EMPLOYER PERCEPTION ABOUT YOUTH:

The private sector's perception of young people is weak – stakeholder interviews reveal that many potential employers believe that young people are unreliable, unmotivated, and have poor work ethics. Furthermore, they have very limited direct links with the private sector – their primary networks are their communities and classmates, through which they access self-employment opportunities and Limited on-the-job experience – more time working in a real-world environment is needed and exposure to those types of interactions. Additionally, the lack of other skills such as basic mathematics, Portuguese and English are a barrier to getting jobs for INEFP trainees in some sectors, such as extractives and hospitality. Interviews with potential employers in Tete suggested that some employers are looking for candidates from other provinces and neighboring countries with English skills and soft skills that locals lack (MSA, 2017).

However, the human resources managers from companies such as FIPAG, EDM and Parmalat referred to INEFP trainees as 'hard working' and enthusiastic, willing to go the extra mile (MSA, 2017). The same study shows that the more interaction the companies have with INEFP and their graduates the more they rate them positively, demonstrating the need for more linkages with the private sector.

EMPLOYER PERCEPTION ABOUT INEFP:

The overall perception among the market players interviewed is that most of the courses offered by INEFP are geared towards self-employment, based on a common understanding that to work in industrial jobs, trainees need skills that INEFP is not able to provide. Most respondents, irrespective of industry or location, believe that courses taught by INEFP are setting students up for small maintenance jobs such as fixing air conditioners, small mechanics jobs, and welding. This belief seems to be driven by the fact that trainings run by INEFP are too short to give students the skills to work in larger companies and that INEFP trainers are poorly qualified alluding to the quality of the technical training provided by INEFP (MSA, Market systems analysis, 2017).

PRIVATE SECTOR AND LIFE SKILLS

There is a clear indication of the importance of life skills highlighted from the big majority of employers across the globe. In a Wall Street Journal survey, 90 percent of employers said "soft skills" were as or more important than technical skills, but 89 percent said they had a hard time finding candidates with the right mix (Davidson, 2016).

EMPLOYER PERCEPTION ABOUT LIFE SKILLS:

Clearly all industries interviewed seem to strongly value life skills and identified it as a main screening factor during the first interview. Most of them highlighting that life skill's relevance and transferability carries particular value. All large organizations interviewed commented that life skills are essential when working for a big company, and that

this is one of the main shortfalls of IFPELAC trainees; they lack basic deontological (i.e., rules-based) ethics commented PRI's country manager, in fact, overall feedback is that IFPELAC trainees have very low levels of life skills. Some gave specifically argued that without the right life skills students are more prone to showing up to work under the influence of alcohol and causing accidents (MSA, 2018).

PRIVATE SECTOR AND IFPELAC

It is clear across all studies, that the relationship between both INEFP and the private sector is still in its early stages. Companies surveyed in 2018, generally had never heard of INEFP or had a negative perception of their trainees (MSA, 2018). In addition, companies that did interact with INEFP provided a wide range of recommendations, spanning across different issues:

- > 60% of respondents believe that the quality of courses should be improved.
- > Hotels also felt strongly that INEFP should provide English courses, and improve the quality of its trainers to be more competitive
- > Other recommendations provided included ensuring that there is more collaboration with the private sector during the design of courses and aligning the courses with industry certification standards.

The lack of capacity to respond to the demands of the companies, leads to discouragement which results in fewer companies and young people seeking these services. This scenario is a consequence of INEFP's unstructured approach to engaging with companies and limited capacity, in both institutions, to develop and maintain a sustainable relationship with the private sector. Ideally, the linkage between IFPELAC, INEP and the private sector needs to proactively facilitate the development of integrated strategies for action among the partners involved in youth employability to ensure that:

- > vocational training offer and delivery is demand driven.
- > curricula planning considers locally identified gaps in qualified labor.
- > career guidance is informed by the employment market dynamics.

Additionally, there is also a need for constant and advanced information sharing between both institutions to ensure a coordinated approach for vocational training, in job-training and job placement. These should also include strategies to ensure that youth understand these dynamics and access this information to better decide on their career paths.

TRAINING INTERVENTIONS THAT COMBINE PRACTICAL SKILLS AND EXPOSURE TO THE WORLD OF WORK ARE MORE EFFECTIVE. OVERALL, FOCUSING ON DEMAND SIDE – WHAT EMPLOYERS NEED – PAYS OFF MORE IN TRAINING FOR EXAMPLE, COMBINING CLASSROOM WITH WORKPLACE TRAINING INCREASES THE PROBABILITY OF A PROGRAM HAVING A POSITIVE IMPACT ON EMPLOYMENT

WORLD BANK, 2018

WHAT HAS IYF DONE SO FAR?

VIA: PATHWAYS TO WORK & LIFE SKILLS

The VIA Program in Mozambique aims to contribute to systemic changes to enable Mozambique's vocational training (VET) system, which includes the government, employers, civil society and youth, to equip young people with the necessary technical abilities and life skills to catalyze their economic growth and benefit from economic opportunities.

Therefore, the program strives to contribute to the overarching goal that the **collective behavior of the VET system actors is responsive to the labor market so that young people have improved economic opportunities**. To achieve this goal, one of the pathways of change identified is to improve IFPELAC's capacity to deliver life skills training to youth and apply student-centered pedagogy.

Since 1999, the World Health organization has emphasized the importance of Life skills as a major contributor for positive youth development which can lead to successful employment (WHO, 1999).

“LIFE SKILLS EDUCATION IS AN IMPORTANT VEHICLE TO EQUIP YOUNG PEOPLE TO NEGOTIATE AND MEDIATE CHALLENGES AND RISKS IN THEIR LIVES, AND TO ENABLE PRODUCTIVE PARTICIPATION IN SOCIETY”
(UNICEF, 2012)



IYF's Passport to Success® (PTS) equips young people with a range of skills that will help them stay in school and acquire the education, professional skills, employment readiness and confidence they need to succeed in life and in the workplace. To develop and update PTS, IYF has consulted with a variety of stakeholders who helped inform content questions. Key stakeholders have included: life-skills and education experts; large global employers such as at the GE Foundation and Hilton Worldwide; key members of the public. As a result, IYF's life skills curriculum PTS responds to the needs of youth, employers, youth-serving organizations, and other key stakeholders. Youth trained to-date have acquired the confidence, reliability, and teamwork skills necessary to succeed in school, work, and life. This is also for the IFPELAC graduates who have completed enhanced technical training as part of VIA program as is further analyzed in the next chapters.

VIA: PATHWAYS TO WORK & PRIVATE SECTOR ENGAGEMENT

VIA program recognized the crucial role that proactive and sustainable relationships between both IFPELAC and INEP but also between these institutions and the private sector have to develop mechanisms to improve youth employability and to address the previously mentioned barriers that hindered young graduates chances of succeeding after graduating from IFPELAC. Hence, IYF has developed two studies to develop plans and guideline to address two broad issues:

› Private Sector Engagement strategy aiming to create an understanding of mutual benefit between private sector and TVET (INEP & IFPELAC) through the identification of mechanisms for joint actions between IFPELAC and INEP that will attract the attention of the private sector and thus promote changes in the vocational training and job placement systems with the more active involvement of companies.

- The strategy includes a set of actions that are expected to strengthen the capacity of IFPELAC and INEP to attract and retain partnerships with the private sector. The implementation of such actions is ongoing, and no results have been measured at this point.

› Labor Market Analysis aiming to improve the methods of preparation of job candidates, thus improving INEP's capacity to respond to market demands and fully exercising their role of intermediary between the demand and supply of employment, particularly for young people.

- This study includes a revision of tools and processes to improving INEP's capacity to respond to market demands and fully exercising their role as intermediaries between job demand and supply, especially for young people. The implementation of such actions is ongoing, and no results have been measured at this point.

WHAT HAS IYF LEARNED?

WHAT TRANSFORMATIONS DO THE COMPANIES REPORT ABOUT EMPLOYEES AFTER GRADUATING FROM IFPELAC (TECHNICAL AND BEHAVIORAL RESULTS OF PTS)?

The 1st Outcome Harvest, from 2019, gives insights as to how students are changing their practices in the job market and their small enterprises. According to this report, graduates are approaching their job search with more confidence now that they are applying the skills they have acquired to improve their CV writing, to dress appropriately, and to better prepare for job interviews. As a result, some TVET graduates reported being hired by companies. Some employers provided very specific and positive feedback on the performance of the students reporting improved discipline after the PTS trained students started working. Teamwork, customers service, flexibility when provided with tasks, confidence and problem-solving skills were mentioned by the employer (DevLearn, 2019).

These findings seem promising and show that PTS might be contributing as way to address the negative perceptions of IFPELAC graduates among the market players, but it is not possible yet to determine to what extent students with life skills gained through PTS are being absorbed by the employers and how the identified changes in behavior are enough to translate into reported transformations by the companies.

The engagement between the VET centers and the private sector is informal to date. There is some formal relationships and feedback mechanisms between IFPELAC, INEP and the private sector, for example, in Maputo IFPELAC (Eletrotecnia), where employers send letters requesting interns / graduates for employment. However, most requests are informal, and that it is difficult for some TVET centers to keep track of students' destinations. The four employment centers have formal and informal agreements with private companies, who receive interns for a period of 3 months. During this desk review, IYF has collected the list of companies receiving interns and the reports received.

MACHAVA

21 companies regularly receive interns

10 have formal agreements

5 reports between the years 2019 and 2020

Only 5 companies share reports. This is done sporadically and at their own initiative.

Most of these reports are short formal letters indicating the internship period, attendance, and activities developed

INHAMBANE

23 companies regularly receive interns

2 have formal agreements

85 reports received between 2014 and 2020

TETE

20 companies regularly receive interns

2 have formal agreements

No reports submitted to IYF

ELECTROTECNIA

13 companies regularly receive interns

13 have formal agreements

15 reports between the years 2017 and 2019

Only 5 companies share reports. This is done sporadically and at their own initiative.

Most of these reports are short formal letters indicating the internship period, attendance, and activities developed

Each employment and/or training center seem to interact with the companies in distinct ways. There is no mandatory or standardized structure hindering the possibility of analyzing the behavioral changes of IFPELAC graduates. Inhambane seems to be the only center with a more robust approach where the employers rate the graduates using three distinct categories: personal aspects, interpersonal aspects, and professional aspects. These templates allow for analysis. However, INEP Inhambane were not analyzing this information to support their understanding positive changes in student's behavior and improvements perceived by the employers. It is also important to notice that Inhambane, which is in the area with less entrepreneurial dynamism, is the center that offers more diversified internship opportunities and with a greater number of companies involved. This indicate with additional efforts to engage with local private partners, it is possible to grow relationships and create more internship opportunities for youth at all centers.

As part of this desk review, the team supported Inhambane center to develop a simple database to compile and support the analysis of feedback received from the employers since 2016. This resulted in an interesting reflection with the center about the importance of this feedback in showcasing evidence of IFPELAC's acceptance with the private sector. The data analyzed showed positive feedback from the companies receiving interns in Inhambane, in all the three aspects analyzed, technical skills, personal skills and interpersonal skills. However, due to the limited content of this feedback, it was not possible to pick up on possible improvements or effects of current interns who had undergone the PTS training in comparison to the former students.

TO WHAT EXTENT HAVE THE ENHANCED TRAINING COURSES BEEN RELEVANT TO THE COMPANIES?

All companies interviewed within the VIA studies strongly value life skills. In fact, private companies had previously supported similar life skills programs, suggesting their need for such a service. For example, two Brazilian companies in Tete, Odebrecht and Vale, have supported the IFPELAC center to provide life skills to students.

“REGARDING LIFE SKILLS PROGRAMMES BEFORE PTS, THERE WAS A PACKAGE CALLED “2014 ACCREDITAR” DEALING WITH BEHAVIOR IN YOUTH, WHICH WAS DONE WITH BRAZILIAN COMPANY ODEBRECHT, WHO WANTED THE ISSUE OF LIFE SKILLS TO BE ADDRESSED”.

PTS TRAINER IFPELAC TETE

Eleven employers were interviewed to support the development of the life-skills curriculum. The results of these interviews clearly reflect the relevance and importance of like skills for all companies. According to the employer’s, skills such as team-work, dynamism, flexibility, humility, leadership and responsibility are the most important but are still lacking in most youth looking for work.

The evidence shows that PTS is a strong curriculum and feedback from trainees, trainers, industry stakeholders and government officials was uniformly positive. Participants particularly appreciated the social and emotional skills that PTS gave them. The skills gained through PTS training were valuable for private companies, who otherwise struggled to find TVET graduates with the desired work ethic and attitudes Furthermore, some graduates felt that the life skills training helped them to find jobs. (DevLearn, 2019)

It is also evident that PTS has influenced IFPELAC graduates to positively change their behavior and contributed to youth achieving the required attitudes for work readiness. However, as stated previously, due to the previously stated limitations of this study there is no data to determine whether IYF’s approach to life skills has been relevant to the companies and specifically which PTS modules are more relevant and sought after by the private sector.

WHAT CAN IFPELAC DO TO ENSURE COURSE OFFERINGS ARE DRIVEN BY INDUSTRY DEMAND, AND THAT YOUNG PEOPLE HAVE ACCESS TO THIS DATA BEFORE THEY DECIDE TO ENROLL IN COURSES?

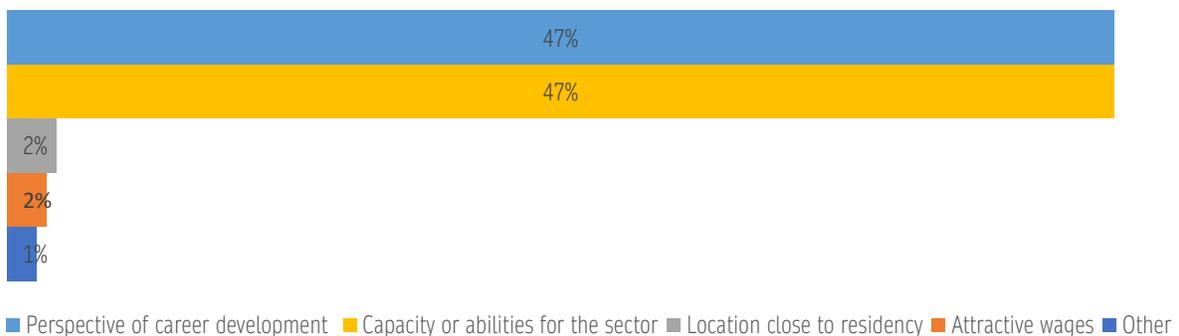
There isn’t yet significant progress towards a mutually beneficial relationship between the TVET system and the private sector (DevLearn, 2019), However, it should be noted that Tete vocational training center, planned to introduce new courses in 2020 to meet the future demands of the iron industry that will be installed in Chiúta. The involvement of the Private Sector in the design of some of these new courses is already in process. Although this is an exceptional initiative by one center, it is an example of IFPELAC taking the lead to proactively respond to the future market demand (Genesis, 2019).

While it is too early to reflect on the impact of both Private Sector Engagement Strategy and the Rapid Needs Assessment for the labor Market, contribution to improving the capacity of IFPELAC and INEP to support each other in responding to the industry demands and

consequently better advising young applicants, it is important to look at the recommendations resulted from the Private sector engagement strategy preliminary interviews with both IFPELAC, INEP and the private sector. The Private sector engagement strategy recommends that:

- IFPELAC Sector should seek to improve its understanding of the private sector needs and to maintain a relationship that allows them to recognize the specificities of each company to develop solutions and therefore ensure long-term relationships. To achieve this, IFPELAC should create specialized Private Sector Engagement teams composed of staff certified to deliver Customer Service and/or trained in Public Relations and/or Marketing Techniques.
- IFPELAC and INEP should carry out activities in a joint manner by aligning work Plans with the inputs of the Private sector engagement team to ensure the creation of relationships of trust between the three parties.
- IFPELAC should create forums for the Private Sector to be involved in defining the contents of vocational training. It is also recommended that the IFPELAC Delegation create internship camps for its graduates through partnerships with Private Sector. In fact, evaluations indicate involvement of employers to ensure that courses offer are demand driven is one of the most effective approaches considered key to enhance labor market functioning for youth, especially when complemented with internships for on-the-job skills (Peter Glick, 2015).
- IFPELAC should reinforce and inform the Private Sector Incentive Package including Tax benefits
- IFPELAC should develop mechanisms to better use communication tools such as E-mail, Telemarketing; SMS and WhatsApp messages and Social networks to promote the services provided by IFPELAC and INEP but also trough magazines, local radios, and television. With the COVID-19 pandemic the use of additional virtual platforms will be non-negotiable for such engagement.

Regarding this information accessibility to support youth in better defining their career paths, according to our ex-post data, most of IFPELAC graduates select their courses based on their own abilities or on how they perceive each course to add value to their career development, as can be seen in the graph below. However, it remains to be understood the reasons, tools or criteria they use when making such decisions, and what role IFPELAC and INEP play in informing and advising these students.

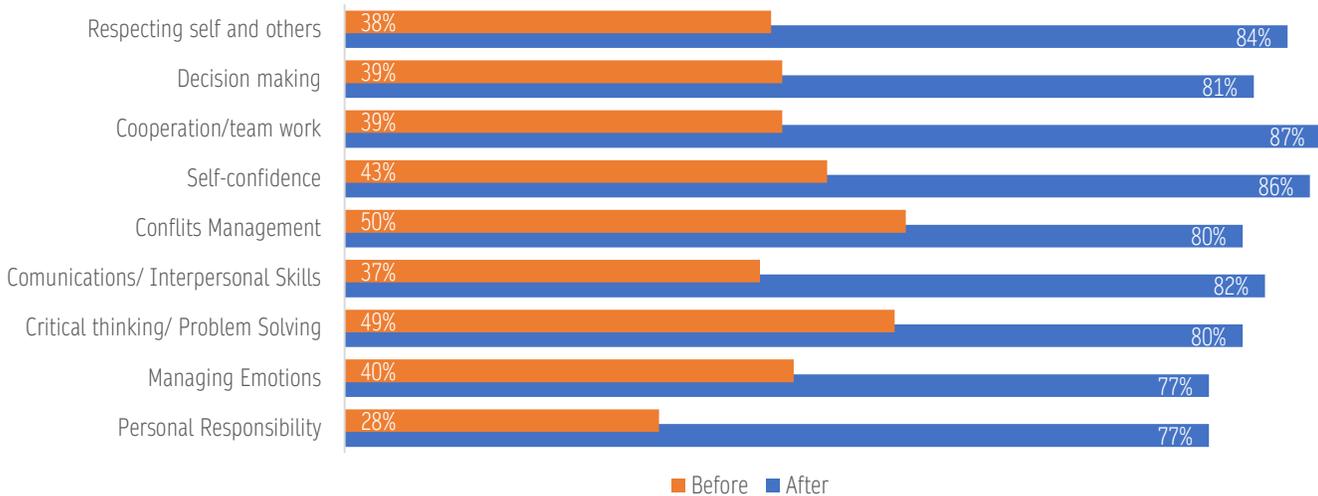


WHAT ADDITIONAL EFFECTS HAS PTS HAD ON EMPLOYABILITY OF THE YOUTH?

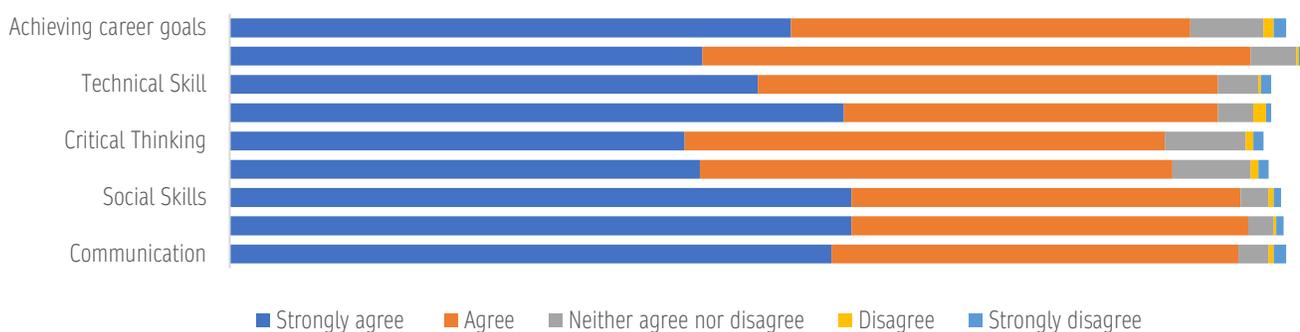
To secure a first job and to navigate the labor market, youth need to develop the technical skills to perform specific tasks along with core work skills such as learning to learn, communication, problem-solving and teamwork. (ILO, 2013)

The ILO defines employability skills as: “the skills, knowledge and competencies that enhance a worker’s ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into the labor market at different periods of the life cycle. Individuals are most employable when they have broad-based education and training, basic and portable high-level skills, including teamwork, problem solving, information and communications technology (ICT) and communication and language skills. This combination of skills enables them to adapt to changes in the world of work (ILO, 2013).

Worldwide, PTS has proven to be an effective and comprehensive life-skills curriculum model to support youth in finding jobs and succeeding both within and beyond the workplace. This is also reflected in VIA retrospective surveys, which were administered to a total of 2,348 youth participants who completed PTS training in the four IFPELAC centers of Machava (593), Electrotecnia (753), Inhambane (371) and Tete (653) between 2017 and 2018. According to this survey, the number of VIA participants self-reporting attitude and practice improvements, before and after PTS, as significantly increased in all categories, as showed in the graph below:



The exit survey, administered at the end of the enhanced vocational training also corroborates these findings, showing that the large majority of VIA participants, report having technical skills as well as life skills such as communication, team work, self-control and critical thinking. According to the same survey, the participants also report having a positive self-concept and belief about the future and to know that they can contribute to their community and achieve their career goals.



Furthermore, the OH report also shows that PTS has influenced many changes in the TVET Training Centers where it is implemented. A clear pathway of change can be identified, starting with teachers (PTS trainers) changing their behaviors and practices with their colleagues and students, followed by students changing their behavior in the classroom. Change also spreads out to teachers' and students' private and community environments. And last, but not least, students use their new skills to apply for jobs, improve their work practices and behaviors, and to open and grow their businesses.

Changes in teachers' behaviors and practices are influencing students' engagement and behavior in the classroom (and outside). As teachers show up in time, prepare their lessons, and show respect for students and interest in their learning, they set good examples which influences students to change their behavior as well. There are also students who have reported applying PTS to help a church group, a center for support of the elderly, and a primary school, among others.

“I WAS VERY SHY; I COULD NOT SPEAK [IN THE CLASSROOM]. WHEN I SPOKE, MY COLLEAGUES LAUGHED AT ME. THIS WAS BEFORE PTS. BUT NOW AT THE MECHANICS CLASS, MY COLLEAGUES DO NOT LAUGH AT ME ANYMORE.”

PTS STUDENT, IFPELAC MACHAVA

“AFTER PTS THEY CHANGED THEIR BEHAVIORS IN THE CLASSROOM. NOW THEY DO NOT SMOKE INSIDE ANYMORE. (...) THEY THEMSELVES REMEMBER THE LESSONS AND CHANGE THEIR BEHAVIOR. NOW STUDENTS HAVE A STRONGER RELATIONSHIP WITH THE TRAINERS. (...) WHEN WE MEET OUTSIDE, THEY HAVE A DIFFERENT BEHAVIOR”

PTS TRAINER IFPELAC MACHAVA

Both teachers and students have reported explicitly reminding students and peers of the PTS lessons when a conflict happens. This type of change was reported in all TVET centers engaged with the Via program. Students are also more punctual, better prepared for their classes, attending more classes and more responsible. For example, in Maputo, they take better care of and are more accountable for practice materials. These outcomes also describe improved collaboration among students in the classroom, such as group work. Consequently, teachers and students report that students' performance in the classroom is improving. Bullying of peers, conflicts, and other type of disruptive behavior within the class were reported as diminished or eliminated. This also true for conflicts outside the classroom.

Change is spreading to teachers and students' homes and communities. Graduates report changes in their relationship with parents and spouses, because they now can communicate and better listen to their relatives. As a result, teachers and students report being more collaborative at home. Lessons on time management and financial management as also impacted VIA participants. Financial management seems to have influenced many of the respondents who started savings groups or were able to plan and save money, regardless of gender or age.

Students also appreciated the specific job-application skills and gave examples of how PTS had helped them improve their ability to take job interviews and organize their CVs, or gave them the confidence to apply for a better job, graduates say to be prepared to adapt to different job environments. PTS also influenced on improved discipline, customer service, flexibility when provided with task and problem-solving skills.

RECOMMENDATIONS FOR FUTHER LEARNING FOR IYF

As we approach the end of VIA, it is imperative to look back at the private sector's perception of INEP, IFPELAC and their graduates to see to what extent VIA has contributed to change. In a way, this report was also intended to be preliminary study on the data available at the employer level and kick off this reflection to address this gap. The following recommendations should be considered:

- While there is clear evidence of PTS positive influence in behaviors and practices of youth both in the context of the vocational training and within their families and communities, there is no indication that this change also reflects on the youth replicating such behavior in their professional environment. It is evident that steps towards VIA's pathway to change are in place and that both IFPELAC staff and students have benefited from PTS in ways that contribute to youth employability. However, it is not clear to what extent the employers have noted these transformations and if they perceive PTS curriculum as an added value to their teams. Hence, in order to produce consistent learning for VIA program and future programming in Mozambique, it is recommended that IYF develops mechanisms to understand the recognizable effects of PTS on youth employability from the employer perspective and how the program has contributed to improving professional and personal behavior of Via graduates within their professional context. This will complement the ongoing Youth Outcome Study which aims to further understand the enhanced vocational training contribution to youth employability from the graduate's perspective.
- In its efforts to improve IFPELAC and INEP's capacity to respond to youth employability needs, IYF should support these institutions in mapping potential private sector partners to provide internships for on-the-job skills development. Additionally, IYF should assess effectiveness and relevance of PTS and recommended improvements in key life skills according to those companies that have been accepting interns prior to VIA's implementation and map evidence around the effect of life skills as noted by companies. In addition, IYF could support INEP and IFPELAC to develop tools for this same purpose.
- Hence, in addition to the employer survey, VIA should encourage IFPELAC to carry out additional research to understand the elements of the PTS curriculum that are most important to the employers and make sure that these are strengthened depending on the pathway that the trainees are expected to take. PTS training schedules could be developed by IFPELAC in collaboration with employers/private sector partners and employed IFPELAC graduates with the primary goal of ensuring that the skills are matched to employer needs. In fact, evidence shows that interventions such as the enhanced vocational training provided by VIA that have deep engagement to ensure curriculum is demand driven yield benefits regarding youth employment (WB, 2018).

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